



Appendix F



Sample District Professional Development Plans (Including Budget Summary)

- **Marion C. Early School District (small size)**
- **New Roman R-I School District (medium size)**
- **Francis-Howell School District (large size)**



Notes

MARION C. EARLY PROFESSIONAL DEVELOPMENT PLAN

I. STATEMENT OF PURPOSE:

The purpose of the Marion C. Early R-V Professional Development Plan is to encourage and support new and experienced teachers in their continuous effort to improve instruction so that all students may achieve to their potential. For individual teachers, professional growth should be viewed as a continuous process. As professional educators reflect on their practices, they should develop and articulate their beliefs about teaching and learning while applying them to their classrooms.

The professional development plan recognizes a need for commitment from teachers, administrators, school board members, higher education and community members. They must collaborate as a team with the common goal of improving instruction for enhanced and sustained learning. Results-driven, high quality professional development activities, professional materials, on-going in-service workshops and classes, and appropriate follow-up activities are needed to support MCE's Comprehensive School Improvement Plan (CSIP).

II. MARION C. EARLY SCHOOL BOARD COMMITMENT:

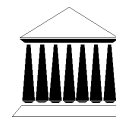
The Marion C. Early R-V Board of Education values professional development for its faculty and is committed to providing systematic professional development for beginning and experienced teachers. The Board will support the professional development committee with the one percent minimum guarantee of its revenue from the Foundation program plus additional funds where needed to achieve district goals. The Board shall work with:

“...beginning teachers and experienced teachers in identifying instructional concerns and remedies; serve as a confidential consultant upon a teacher's request; assess faculty needs and develop in-service opportunities for school staff; and present to the proper authority faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district.”

(RSMo. 168.400.4)

III. PROFESSIONAL GROWTH IS:

1. Expanding one's academic knowledge and experiences to help students grow.
2. Setting personal/professional goals and establishing means to achieve these goals.
3. Growing of individuals within each group resulting in interdependence among the team.
4. Continuing the process of learning throughout one's career.



IV. THE PROFESSIONAL DEVELOPMENT COMMITTEE IS CHARGED WITH FOUR MAIN RESPONSIBILITIES:

1. Identify instructional concerns and remedies for beginning and experienced teachers
2. Serve as a confidential consultant upon a teacher's request
3. Assess faculty need and develop in-service opportunities for school staff
4. Present to the proper authority faculty suggestions, ideas, and recommendations pertaining to classroom instruction.

V. GOALS AND OBJECTIVES FOR SCHOOL IMPROVEMENT:

In the planning and development of district professional growth activities for the pre-service teachers and beginning teachers, the PDC establishes the following goals and objectives:

GOAL: To improve student success.

OBJECTIVE: The Professional Development Committee must identify professional development opportunities that support teachers as they provide a balance between traditional and hands-on, authentic learning experiences for student success.

ACTIVITIES: Staff members will be offered on-going opportunities to attend training for MAP, for special needs students, for improved student success, assessment, advisement programs, discipline, communication with parents and proven research on different teaching techniques. For students to have the best opportunity for success, teachers must understand and competently use performance assessment techniques in conjunction with other assessment options. Teachers need instruction in integrating performance assessment techniques into their instructional practices.

GOAL: To increase parental and community involvement in the education of their children.

OBJECTIVE: To gain skills to involve parents and community in the education of their children.

ACTIVITIES: Staff members will provide information, invite parents and community to school functions, be part of the learning process of the students, attend workshops involving technology, attend in and out of district workshops addressing parental involvement and attend meetings involving parents such as Parents Advisory Meetings, Positive Action Meetings, and CSIP meetings.

GOAL: To receive training in new teaching strategies to help improve student achievement.

OBJECTIVE: To gain new techniques and learn new teaching strategies that will increase student performance.

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ACTIVITIES: PDC will plan meetings, encourage study groups, and provide information using outside resources, i.e., colleges and universities, professional groups, Regional Professional Development Centers (RPDCs), and other experts for development activities. PDC will also develop a budget for continued growth of these programs.

GOAL: To provide a safe and drug-free environment.

OBJECTIVE: Staff members are offered workshops to help provide our school with a safe and drug-free learning environment.

ACTIVITIES: Staff members are trained in coping with internal and external crisis, safety equipment procedures, special education needs, job stress, burnout, drug awareness, multi-cultural and gender-bias issues for students, staff and faculty.

GOAL: To encourage staff members to maintain membership and participate in in-district organizations and out-of-district organizations.

OBJECTIVE: To actively participate in organizations that promote interest in professional growth.

ACTIVITIES: Staff members may be a member of and attend organizational meetings held within the district: 1) Teachers Helping Other Teachers (THOT), 2) Marion C. Early Education Association (CTA), 3) MSIP Committee, 4) CSIP Committee, 5) Positive Action Committee, 6) Professional Development Committee, 7) Career Ladder Committee

GOAL: To encourage staff members to provide sponsorship of clubs and organizations related to academic areas along with active involvement of students and parents.

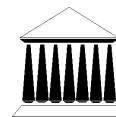
OBJECTIVE: Each staff member sponsoring an academic club or organization will incorporate academic content.

ACTIVITIES: Staff members may sponsor academic clubs and organizations such as Student Council, Art Club, Math Club, History Club, Streams Team, Reading Club, and Academic Bowl.

GOAL: To provide assistance in the mentoring of beginning teachers and teachers new to the system, with beginning and new teachers being provided with a mentor for two years.

OBJECTIVE: Oversee and assist in a mentoring program.

ACTIVITIES: Provide mentees with information on PC I, PC II, PC III, assist in the development of the mentoring program, address routine procedures, discipline and communicate with parents, serve as a confidential consultant upon a teacher's request, and inform teachers of the various workshops that are available to them.



GOAL: To address the district Comprehensive School Improvement Plan (CSIP) goals.

OBJECTIVE: To reassess and update our standards-based curriculum to insure that we are providing students with relevant and useful learning opportunities consistent with our mission; to reassess student performance standards and assessment techniques; to develop and implement strategies to present the district in a positive, proactive manner; to re-evaluate our instructional program to ensure that varied instructional techniques are being used to address the diversity of the student population and desired learner expectations; and to maintain fiscal practices that will meet current and future educational programs.

ACTIVITIES: Provide stipends for writing the curriculum, continue providing on-going workshops on techniques and strategies that are known teaching practices to help meet the needs of students.

VI. CSIP STRATEGIES AND ACTIVITIES RESPONSIBLE BY PDC

1. Provide professional development opportunities for staff to improve their computer literacy.
2. Provide staff in-service activities concerning substance abuse.
3. Train teachers in Kagan Cooperative Learning Strategies.
4. Provide time for “teacher trainers” to share strategies learned with others.
5. Purchase additional materials for teacher resource library of the following topics: cooperative learning, multiple intelligences, and brain-based learning.
6. Provide in-service opportunities on-site in the area of technology.
7. Continue membership in RCET.
8. Provide the necessary resources for teachers to be computer literate.
9. Train teachers in Early Literacy Methods.

VII. SUGGESTED STRATEGIES TO HELP ALL STUDENTS BECOME MORE ENGAGED IN LEARNING

1. Use a multisensory approach to teaching and learning, including auditory, visual, and hands-on techniques.
2. Present concepts in several ways linking them to what students already know and checking frequently for understanding.
3. Model learning strategies and encourage students to talk about their own thinking and learning processes.
4. Teach students how to organize their thoughts using drawings, charts, outlines, thumbnail sketches, computer-generated flow charts, spreadsheets, databases, etc.
5. Encourage students to use technology as a user-friendly tool for learning.
6. Use questions and approaches that require inquiry, problem solving, and the synthesizing of ideas.
7. Provide equal opportunities for all students to participate in class activities.
8. Adapt materials to accommodate students with special needs.
9. Provide real-life and work applications of what students should know and be able to do.
10. Develop a classroom assessment program that allows all students to show what they know and can do.

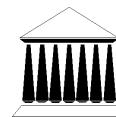


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VIII. PROFESSIONAL DEVELOPMENT COMMITTEE STRUCTURE:

The Marion C. Early Professional Development Committee will be a standing district-wide committee developed according to the following guidelines:

1. The PDC will consist of eight teachers who are elected representatives from the elementary, junior high and senior high. A building principal or superintendent will be asked to serve as an ex-officio member. He/she would be expected to promote communication and facilitate the work of the committee.
2. Committee members shall be certified staff members with at least two years of teaching experience and at least two complete and consecutive years in the system immediately prior to the election.
3. Professional development committee members will be elected for 3-year-terms which will be staggered so that approximately one-third of the members are elected each year. New members are elected no later than January 31st, annually. Committee members are to be elected by certified staff. (Classroom teachers, librarians, and counselors) Training will begin in March and service begins in April.
4. A special election will be held under PDC supervision, in the event that a member must be replaced.
5. Committee members who are assigned to administrative or supervisory positions will surrender his/her committee position and the affected building will elect a replacement.
6. The members of the committee will elect the chairperson each year. A chairperson may serve as many years as elected.
7. The chairperson will call meetings as needed, create the agendas, conduct the meetings and be in charge of typing up the PD Plan.
8. The secretary will keep and record the minutes of the meetings, and type the newsletters.
9. The recordkeeper will handle and maintain all necessary PDC forms as well as maintain an account balance of the PDC funds.
10. Other members will sort and post all mailing and information on seminars, etc. for the staff, be in charge of typing up the announcement sheets, attendance sheets, evaluations and certificates, be in charge of buying the food for each of the meetings and setting up the snacks, and be in charge of typing up the Mentor/Mentee Plan.
11. The PDC will meet once a month, before the monthly mentor/mentee meetings at a location agreed upon by the committee.
12. The entire PDC will plan professional development opportunities for staff to help accomplish the stated professional development goals.
13. The recordkeeper will review requests for professional development by individuals, determine if they are related to goals and grant approval. The chairperson or record-keeper will sign the approval form.
14. The PDC will:
 - Identify instructional concerns and remedies for beginning and experienced teachers.
 - Serve as a confidential consultant upon a teacher's request.
 - Assess faculty needs and develop in-service opportunities for certificated school staff
 - Present to the proper authority, faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district.



IX. PROFESSIONAL DEVELOPMENT COMMITTEE FOR YEAR 2000-2001

Notes

	Years on committee	Term year
Bev Bozman	9	3
Sharon Cansler	12	1
Tammy Condren - ex-officio member		
John Delly	9	3
Karen Hankins	2	2
Vanessa Maze	5	2
Llynn Prater	4	1
Mark Shadwick	1	3
David Williams	5	2

X. NEEDS ASSESSMENT

Needs assessment is a continuous and ever-changing means of keeping the district responsive to current and future needs. The needs assessment shall be conducted annually using the following outline as a guide:

1. Establish domains
2. Determine the population from which to collect data
3. Determine data collection procedures
4. Collect, compile and analyze data
5. Identify nature and magnitude of needs
6. Prioritize needs
7. Set objectives and desired outcomes
8. Design professional development activities/programs to achieve outcomes
9. Communicate to all involved the results of the needs assessment and its link to the recommended professional development program and desired outcomes

XI. NEW TEACHER ASSISTANCE

RULES AND RESPONSIBILITIES OF THE NEW TEACHER

PC I Requirements

Teachers who hold this three-year certificate are required to:

- Participate in an entry-year mentor program
- Develop and implement a professional development plan
- Complete 30 clock hours of in-service training
- Participate in performance-based teacher evaluations
- Participate in a beginning teacher assistance program sponsored by a college or university
- Complete three years of approved teaching experience

New teachers need to keep open communication with their mentor by seeking support and assistance when needed by asking questions. They also need to maintain a professional portfolio. New teachers are given time to observe their mentor teach. Some mentors and



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mentees have a common planning time. Substitutes can be hired by the hour or by the day. PDC will pay for substitutes.

The Mentor/Mentee Pilot Program through SWRPDC requires:

- Attending the monthly mentee meetings on the second Monday of each month
- Filling the attendance and evaluation forms

The **monthly meetings in district** specifically for new teachers during the 2000-2001 school year are:

- Curriculum
- Special education
- Instruction strategies
- Motivation
- Classroom management/discipline workshops
- MAP
- Teacher portfolio
- Character education

Any staff member in the district is welcome to attend.

RULES AND RESPONSIBILITY FOR MENTORS

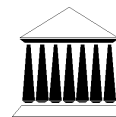
1. The mentor will help the beginning teacher develop a specific professional development plan.
2. The mentor should work with the new teacher to develop his/her unique goals on the individual plan prior to or during the first month of the school year.
3. The mentor provides curriculum guides, the location of the Professional Development Library and bulletin board and other resources to the new teacher.
4. The mentor and mentee must meet each month and check off the items in the Mentor/Mentee Plan.
5. The mentor maintains confidentiality at all times and reinforces trust.
6. The mentor must attend the monthly meeting, which is the second Monday of each month.
7. The mentor helps the new teacher understand and apply policies, rules and cultural norms.
8. Mentors are to observe and provide feedback to the new teacher.

RESPONSIBILITY OF ADMINISTRATORS

The administrator plays a vital role in implementation of a mentoring program.

Administrators need to be aware of such issues as:

1. Ethical responsibilities, including the need for confidentiality.
2. Effective assessment methods for determining learning needs of practicing teachers and how to use assessment information to establish priorities.
3. Finding good resources (people and materials) for professional development.
4. Maintaining the role of instructional leader while working cooperatively with the PDC.
5. Supporting teachers by setting aside time for learning.



Administrators' responsibilities include the following:

- Provide time for teachers to observe
- Define mentor's roles
- Monitor new teacher and answer questions
- Provide support of mentoring program
- Select and assign qualified mentor when new teacher is hired
- Offer support, assistance and resources to mentor and new teacher

MARION C. EARLY MENTORING PROGRAM provides special assistance for every teacher during his or her *first two years of teaching and teachers teaching their first year at MCE*. They will have guidance from an assigned experienced teacher.

1. Principals are responsible for identifying and asking teachers to serve as mentors. Any teacher who has two years experience and is willing to be trained may be considered as a mentor.
2. The Professional Development Committee and the principal should be alert at all times for any personality differences or disagreements that might necessitate assignment of a new mentor.
3. Results of the needs assessment will be analyzed to determine the procedures that will be of most benefit to assist teachers with their first two years of teaching experiences.
4. The PDC will help develop an Individual Professional Development Plan (IDPD) for new teachers. New teachers in conjunction with their mentor shall make adjustments so the plan best fits the teacher's needs.
5. Members of the Professional Development Committee and all mentors need to attend a mentor training workshop provided by SWRPDC and/or have the STARR teachers train mentors.
6. The mentor will help the beginning teacher develop a specific professional development plan.
7. The mentor should work with the new teacher to develop his/her unique goals on the individual plan prior to or during the first month of the school year.
8. The mentor must meet each month and monitor the items in the Mentor/Mentee Plan.
9. The mentor must attend the monthly meeting, which is the second Monday of each month.

XII. GUIDELINES FOR MENTOR TEACHER SELECTION AND TRAINING

Any teacher who has two years experience and is willing to be trained may volunteer to serve as a mentor. Ideally, a mentor should be teaching in the same grade level, or the same area of certification, as the beginning teacher. The principal is responsible for identifying and asking teachers to serve as mentors. Mentors should be identified in sufficient time to allow for training. Also, mentors should receive their assignments with adequate time to help beginning teachers prepare their initial professional development plans.

The mentor should be trained in the following areas:

1. The roles and responsibilities of all members of the new teacher's PD team
2. The role and responsibility of the PDC
3. The techniques of coaching and counseling
4. The format and content of the PD plan



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5. How to use teacher evaluation to help beginning teachers
6. Resources (people and publications) available to beginning teachers
7. Techniques of classroom observation
8. Current theory and models of instruction and classroom management.

The mentor should initiate preparation of the beginning teacher's professional development plan and help the beginning teacher accomplish the goals identified in the PD plan. The district should be sure the mentor has opportunities to meet with and counsel the beginning teacher as needed.

XIII. NEEDS ASSESSMENT FOR ALL TEACHERS

The Professional Development Committee (PDC) will assess the in-service needs of all practicing teachers. The assessment instruments will be based on the district's instructional goals and the criteria in the district's performance-based teacher evaluation form. Needs assessments will be conducted annually, and professional development will be developed around the needs assessments based on the school improvement plan.

During the 2000-2001 school year, the PDC will emphasize *Early Literacy, Cooperative Learning, Discipline Strategies and working with new teachers*.

Appendix G-4 is the **Needs Assessment** form, which will be submitted to the building principals at the end of the year.

XIV. COMMUNICATIONS

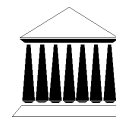
The Professional Development Committee (PDC) will serve as communicator between the administration and faculty on matters of professional concern. The Professional Development Committee will have on-going communication with the administration concerning PDC activities, in-service programs, and budget allocation.

The PDC has an on-going newsletter that shares strategies learned at professional meetings and videos from previous workshops for all staff in the library.

XV. EDUCATIONAL ADVERTISING

The PDC will promote and advertise professional growth opportunities on a district-wide basis. The PDC will:

1. Maintain a Professional Development Bulletin Board in the library so that professional development opportunities may be posted.
2. Handle reminder memos and announcements concerning professional growth opportunities.
3. Keep a notebook in the PDC library of the newsletters of the faculty attending meetings.



XVI. EVALUATION

All PDC activities will be evaluated for effectiveness. The evaluation process will be done after each in-service. The evaluation asks the teacher if they think this activity will improve student achievement.

The Marion C. Early Professional Development Plan (PDP) shall be evaluated yearly by all teachers and administrators and shall be submitted to the building principals at the end of the year.

XVII. PROFESSIONAL DEVELOPMENT BUDGET PLAN

All PDC activities will be evaluated for effectiveness. The evaluation process will be questionnaires, needs assessments, individual conferences, group sessions, student achievement, student attendance, drop out rates, and end of the year evaluation.

Allowable expenditures are:

1. Activities consistent with the PDP and CSIP for staff with teaching certificates
2. Consultant and presenter fees and expenses
3. Stipends for teachers' participation in curriculum development, for in-service and PD events, membership of the PDC, and mentor teachers as long as the activity occurs after contracted school time
4. Reimbursement for travel, food, and registration fees to in-service training and PD events
5. Pay for substitute teachers
6. Tuition and fees for college courses that are consistent with the PDC goals
7. Library resources
8. District fees to belong to a professional development co-op and professional organizations

A district must allocate one percent of the state funds received through the school foundation program, exclusive of categorical add-ons, to the professional development committee for the professional development of certified staff.

Seventy-five percent of the one percent must be spent in the fiscal year that the one percent is received.

Purposes for expending the mandated professional development funds are to be determined by the professional development committee in consultation with administrators and approved by the local school board.

Professional development expenditures under this section shall be spent for the purpose of meeting the objectives of the Comprehensive School Improvement Plan (CSIP) of the district as developed by the board.

The penalty for not complying with requirements is loss of state aid during the next school year.



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XVIII. REIMBURSEMENT

Request for approval to attend professional development activities must be filled out prior to the activity.

PDC request forms must be made by **April 1** to the appointed PDC member. (Karen Hankins or Vanessa Maze)

To receive reimbursement each of the following must be submitted.

Request for reimbursement form by April 1

Report for the PDC's newsletter

Receipt from activity for reimbursement

Report given to staff

As of April 1, any unused funds will be used for reference materials for the Professional Library, be allocated for local teacher services or carried over to the next year.

XIX. PROFESSIONAL DEVELOPMENT LOG

Each teacher working on his or her provisional certificate will need to submit a proposed **Professional Developmental Plan** (PDP) to the superintendent's office by **October 1**. The final professional plan needs to be turned in to the Superintendent's office by **May 1**.

All teachers shall fill out a **Professional Development Log** and submit it to building principals at the end of the year.

**PROFESSIONAL DEVELOPMENT LOG****Notes**

BUDGET FOR 2000-2001		\$15,600
Individual professional development training		\$4,000
District Wide Membership Fees		
Southwest Regional Professional Development Center		\$1,360
Regional Consortium for Education and Technology (R-CET)		\$1,140
Polk County League (PCL) Workshop		\$300
Professional Development Workshops		\$3,100
Early Literacy	\$1,200	
Cooperative Learning	300	
Discipline	900	
Conferences	700	
Speakers		\$500
Mentor/Mentee expenses		\$1,500
Library		\$500
Supplies - food, office supplies		\$1,000
Travel expenses		\$200
Curriculum		\$2,000
Total		\$15,600



Notes

**PLAN FOR EXPENDITURE OF FUNDS TO
ACHIEVE DISTRICT GOALS**

GOAL #1: To improve student success

Strategy A: Establish curricular committees in all areas to review and update curriculum and monitor their implementation.

Strategy B: Provide the opportunity to study and implement integrated curricular strategies through study groups.

Strategy C: Identify and clarify student performance to insure alignment with state expectations.

Strategy D: Study and implement proven techniques such as cooperative learning.

Strategy E: Study the utilization and implementation of technology in all applicable curriculum areas.

Strategy F: Provide opportunities to address the diversity of the student population and desired learner expectations.

Strategy G: Explore various programs that will meet the needs of all students, such as gifted, at-risk, special education, ESL, vocational hearing and sight impaired, language impaired and other identified needs.

Strategy H: Explore various programs which will develop higher order thinking skills.

Strategy I: Study and implement techniques and programs in order to improve our school climate to enhance student learning and employee satisfaction.

Strategy J: Develop staff and student recognition programs.

Strategy K: Attend grant writing workshops.

Activity #1: Individual professional development training Maximum \$150

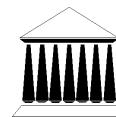
Activity #2: Attend meetings from SWRPDC Fee of \$1,360

Activity #3: Attend meetings from RCET Fee of \$1,140

Activity #4: Use materials from the Professional Library Maximum \$1,140

Activity #5: Early Literacy	\$1,100
Cooperative Learning	300
Win-Win Discipline	900

Activity #6: Polk County League Workshop \$300



GOAL #2: To increase parental and community involvement in the education of their children.

Strategy F: Provide opportunities to address the diversity of the student population and desired learner expectations.

Strategy G: Explore various programs that will meet the needs of all students, such as gifted, at-risk, special education, ESL, vocational hearing and sight impaired, language impaired and other identified needs.

Strategy I: Study and implement techniques and programs in order to improve our school climate to enhance student learning and employee satisfaction.

Strategy J: Develop staff and student recognition programs.

Strategy L: Invite parents and community to meetings when revising CSIP and school policies.

Activity #1: Individual professional development training Maximum \$150

Activity #2: Attend meetings from SWRPDC Fee of \$1,360

Activity #3: Use materials from the Professional Library Maximum \$500

Activity #4: Polk County League Workshop \$300

GOAL #3: To receive training in new techniques for students

Strategy B: Provide the opportunity to study and implement integrated curricular strategies through study groups.

Strategy D: Study and implement proven teaching techniques such as cooperative learning.

Strategy E: Study the utilization and implementation of technology in all applicable curriculum areas.

Strategy G: Explore various programs that will meet the needs of all students, such as gifted, at-risk, special education, ESL, vocational hearing and sight impaired, language impaired and other identified needs.

Strategy H: Explore various programs which will develop higher order thinking skills.

Strategy K: Attend grant writing workshops.

Activity #1: Individual professional development training Maximum \$150

Activity #2: Professional development workshops	Maximum \$2,800
Provide travel expenses	Maximum \$200
Provide materials and refreshments	Maximum \$1,000



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Activity #3: Attend RCET meetings Fee of \$1,140

Activity #4: Attend SWRPDC meetings Fee of \$1,360

Activity #5: Speaker Maximum \$500

Activity #6: PDC Library Maximum \$500

GOAL #4: To provide a safe and drug-free environment

Strategy F: Provide opportunities to address the diversity of the student population and desired learner expectations.

Strategy G: Explore various programs that will meet the needs of all students, such as gifted, at-risk, special education, ESL, vocational hearing and sight impaired, language impaired and other identified needs.

Strategy I: Study and implement techniques and programs in order to improve our school climate to enhance student learning and employee satisfaction.

Strategy K: Attend grant writing workshops.

Activity #1: Individual professional development training Maximum \$150

Activity #2: Attend meetings from SWRPDC Fee of \$1,360

Activity #3: Attend meetings from RCET Fee of \$1,140

Activity #4: Use materials from the Professional Library Maximum \$500

Activity #5: Speaker Maximum \$500

GOAL #5: To maintain membership and participate in district organizations and out-of-district organizations.

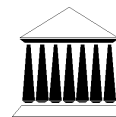
Strategy G: Explore various programs that will meet the needs of all students, such as gifted, at-risk, special education, ESL, vocational hearing and sight impaired, language impaired and other identified needs.

Strategy I: Study and implement techniques and programs in order to improve our school climate to enhance student learning and employee satisfaction.

Strategy J: Develop staff and student recognition programs.

Activity #1: Individual professional development training
workshops, courses and study groups Maximum \$150

Activity #2: Use material from the Professional Library Maximum \$500



GOAL #6: To provide sponsorship of clubs and organizations related to academic areas along with active involvement of student council.

Strategy E: Study the utilization and implementation of technology in all applicable curriculum areas.

Strategy G: Explore various programs that will meet the needs of all students, such as gifted, at-risk, special education, ESL, vocational hearing and sight impaired, language impaired and other identified needs.

Strategy I: Study and implement techniques and programs in order to improve our school climate to enhance student learning and employee satisfaction.

Strategy J: Develop staff and student recognition programs.

Activity #1: Individual professional development training workshops, courses and study groups	Maximum \$150
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Activity #2: Use materials from the Professional Library	Maximum \$500
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Activity #3: Polk County League	Workshop \$300
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GOAL #7: To provide assistance in the mentoring of first year and beginning teachers.

Strategy C: Identify and clarify student performance to insure alignment with state expectations.

Strategy D: Study and implement proven techniques such as cooperative learning.

Strategy E: Study the utilization and implementation of technology in all applicable curriculum areas.

Strategy F: Provide opportunities to address the diversity of the student population and desired learner expectations.

Strategy G: Explore various programs that will meet the needs of all students, such as gifted, at-risk, special education, ESL, vocational hearing and sight impaired, language impaired and other identified needs.

Strategy H: Explore various programs which will develop higher order thinking skills.

Strategy I: Study and implement techniques and programs in order to improve our school climate to enhance student learning and employee satisfaction.

Strategy J: Develop staff and student recognition programs.

Activity #1: Individual professional development training	Maximum \$150
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Activity #2: Professional development workshops	Maximum \$150
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Activity #3: Attend RCET meetings	Fee of \$1,140
Activity #4: Attend SWRPDC meetings	Fee of \$1,360
Activity #5: Speaker	Maximum \$500
Activity #6: Mentor training with SWRPDC	Maximum \$1,360
Activity #7: Use materials from PDC Library	Maximum \$500
Activity #8: Provide release time opportunities for beginning teachers and their mentors	Maximum \$1,500
Activity #9: Provide travel expenses	Maximum \$200
Activity #10: Provide materials and refreshments	Maximum \$1,000
Activity #11: Provide a Mentor/Mentee Handbook for beginning teachers (supplies)	Maximum \$1,000

CAMPUS STAFF DEVELOPMENT PLAN

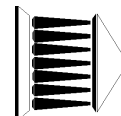
School:

Campus Goal:

Activity/Strategy #:

Targeted Area(s) for Professional Development	Keep In Mind Five Models of Staff Development (Sparks & Loucks-Horsley)	Keep In Mind Levels of Use (Adopted from Hord, Rutherford, Huling-Austin, & Hall) /Steps for S.D. (Joyce & Showers)
When you think about the activity(ies) that is/are targeted, what staff development is needed so that the activity is implemented effectively? What kinds of training, planning, collaboration, or reflection is critical to the success of this activity?	<ul style="list-style-type: none"> * individually-guided * observation/assessment * development/improvement * inquiry * training Five Levels of Program Evaluation (Guskey) <ul style="list-style-type: none"> * Reaction * Learning * Organizational Support & Change * Use of New Knowledge and Skills * Student Outcomes 	<ul style="list-style-type: none"> * awareness: theory (lectures, self-assessment, group discussion, panels, handouts) * demonstration: demonstration (trainer demonstrations, films, case studies, practice/feedback opportunities) * integration: practice/feedback * mastery: coaching/teaming process

Desired Outcome for Staff	Indicators for Success	Implementation Plan	Time Frame	Budget
Given the targeted areas listed above and in thinking about the targeted activity, what is the outcome or result you desire from your staff? What is it staff should be doing for successful implementation of the activity?	What is the evidence you will accept that shows that your Desired Outcome has been achieved? Refer to the 5 levels of evaluation.	What are the steps you will take in order to achieve your outcome?	When will you do the steps in your implementation plan? (i.e. summer workshops, st. dev. Days, faculty meetings, planning period, etc.)	What's the budget needed to support your implementation plan?



CAMPUS STAFF DEVELOPMENT PLAN (SAMPLE)

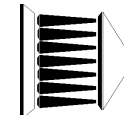
School:

Campus Goal: Each student will progress supported by differentiated instruction based on student need and ability level.

Activity/Strategy #2: Increase implementation of Tomlinson's "Ways to Differentiate" to meet needs of G/T students.

Targeted Area(s) for Professional Development	Keep In Mind Five Models of Staff Development)	Keep In Mind Levels of Use/Steps for S.D.
<ul style="list-style-type: none"> * Workshops/book study on differentiating instruction Deepen understanding of learning modalities 	<ul style="list-style-type: none"> * individually-guided * observation/assessment * development/improvement * inquiry * training 	<ul style="list-style-type: none"> * awareness: theory (lectures, self-assessment, group discussion, panels, handouts) * demonstration: demonstration (trainer demonstrations, films, case studies, practice/feedback opportunities) * integration: practice/feedback * mastery: coaching/teaming process

Desired Outcome for Staff	Indicators for Success	Implementation Plan	Time Frame	Budget
<ul style="list-style-type: none"> * Staff designs lessons incorporating principles from "Ways to Differentiate." 	<ul style="list-style-type: none"> * Documentation of lesson planning meetings focused on differentiating instruction for the G/T student. * Reflections from book study * Sample lesson plans incorporating principles * Student reflections * Student work from implemented lessons 	<ul style="list-style-type: none"> * Schedule/conduct book study for those who have not yet read book * Planning time for refining lessons incorporating new learnings from book. * Teacher collaboration and reflection on impact of lesson. * Teacher sharing effective strategies. 	<ul style="list-style-type: none"> * After school * Regular team planning time * Faculty meetings 	<ul style="list-style-type: none"> * Price of book



CAMPUS STAFF DEVELOPMENT PLAN (SAMPLE)

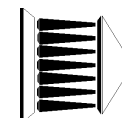
School: Rockenbaugh

Campus Goal: RES Students will use literacy strategies to become proficient readers and writers, as evidenced by the Early Literacy Assessment and TAAS performance indicator

Activity/Strategy #2: Enhancement of Guided Reading Strategies

Targeted Area(s) for Professional Development	Keep In Mind Five Models of Staff Development	Keep In Mind Levels of Use/Steps for S.D.
* Enhancement of Guided Reading Program K-2.	<ul style="list-style-type: none"> * individually-guided * observation/assessment * development/improvement * inquiry * training <p style="text-align: center;">Five Levels of Program Evaluation</p> <ul style="list-style-type: none"> * Reaction * Learning * Organizational Support & Change * Use of New Knowledge and Skills * Student Outcomes 	<ul style="list-style-type: none"> * awareness: theory (lectures, self-assessment, group discussion, panels, handouts) * demonstration: demonstration (trainer demonstrations, films, case studies, practice/feedback opportunities) * integration: practice/feedback * mastery: coaching/teaming process

Desired Outcome for Staff	Indicators for Success	Implementation Plan	Time Frame	Budget
<ul style="list-style-type: none"> * Staff will provide Guided Reading lessons for students daily. * Staff will expand knowledge base of current Guided Reading practices. 	<ul style="list-style-type: none"> * Early Literacy Assessment. * Observation of student reading success. * Results of student running records. 	<ul style="list-style-type: none"> * Collaborative workshop on Guided Reading. * Reviewing data to determine student Guided Reading groups. Opportunities for staff to coach and mentor each other through Dialogue Buddies. 	September 2000-May 2001	\$2,000



CAMPUS STAFF DEVELOPMENT PLAN (SAMPLE)

School: Elementary School

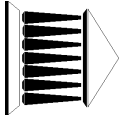
Campus Goal: To improve TAAS Reading scores in 3rd and 4th grades.

Activity #1: All teachers will attend staff development to initialize new reading series.

Activity #2: Teachers will integrate six reading comprehension objectives in all subjects.

Targeted Area(s) for Professional Development	Keep In Mind Five Models of Staff Development	Keep In Mind Levels of Use/Steps for S.D.
<ul style="list-style-type: none"> * Train teachers on new reading series * Develop awareness of TAAS reading objectives * Design and implement new lessons for reading objectives integration * Provide time for reflecting on lesson implementation: <ul style="list-style-type: none"> - Collaboration planning - team and vertical - Effective questioning strategies 	<ul style="list-style-type: none"> * individually-guided * observation/assessment * development/improvement * inquiry * training <p style="text-align: center;">Five Levels of Program Evaluation</p> <ul style="list-style-type: none"> * Reaction * Learning * Organizational Support & Change * Use of New Knowledge and Skills * Student Outcomes 	<ul style="list-style-type: none"> * awareness: theory (lectures, self-assessment, group discussion, panels, handouts) * demonstration: demonstration (trainer demonstrations, films, case studies, practice/feedback opportunities) * integration: practice/feedback * mastery: coaching/teaming process

Desired Outcome for Staff	Indicators for Success	Implementation Plan	Time Frame	Budget
<ul style="list-style-type: none"> * Integrate the six reading comprehension objectives in all subject and special areas * Effectively utilize the new reading series 	<ul style="list-style-type: none"> * Lesson plans * TAAS scores * Direct observation of lessons * Informal assessment on new lesson objectives 	<ul style="list-style-type: none"> * Planning meetings with vertical teams * Reading series training * Grade level meetings to share lesson plans * Post 6 TAAS reading objectives in all rooms 	<ul style="list-style-type: none"> * August * After school meetings * Vertical team meetings * Weekly grade level meetings 	<ul style="list-style-type: none"> * consultant from the reading series



CAMPUS STAFF DEVELOPMENT PLAN (SAMPLE)

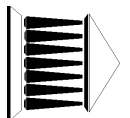
School: Elementary School

Campus Goal: To improve TAAS Reading scores in 4th grade.

Activity #2: 4th grade teachers will conduct a writing workshop for parents.

Targeted Area(s) for Professional Development	Keep In Mind Five Models of Staff Development * individually-guided * observation/assessment * development/improvement * inquiry * training	Keep In Mind Levels of Use/Steps for S.D. * awareness: theory (lectures, self-assessment, group discussion, panels, handouts) * demonstration: demonstration (trainer demonstrations, films, case studies, practice/feedback opportunities) * integration: practice/feedback * mastery: coaching/teaming process
<ul style="list-style-type: none"> * Training from TEA for holistic scoring * Time for collaboration to assemble packet for parents * Time for planning and to make parent surveys * Time for reflection about surveys 	Five Levels of Program Evaluation <ul style="list-style-type: none"> * Reaction * Learning * Organizational Support & Change * Use of New Knowledge and Skills * Student Outcomes 	

Desired Outcome for Staff	Indicators for Success	Implementation Plan	Time Frame	Budget
<ul style="list-style-type: none"> * Staff will be familiar with instructional material for writing and how to score holistically in order to educate parents about writing. 	<ul style="list-style-type: none"> * Parent attendance at workshop * Survey results from parents * Verbal feedback 	<ul style="list-style-type: none"> * Attend holistic scoring workshop * Collaborate to plan parent meeting * Have parent meeting * Staff will meet to discuss surveys 	<ul style="list-style-type: none"> * October 	<ul style="list-style-type: none"> * Sub pay for TEA training * Money: <ul style="list-style-type: none"> - paper - overhead transparencies





Notes

NEW ROMAN R-I PROFESSIONAL DEVELOPMENT PLAN

- I.** Planned professional development should stimulate and encourage the professional growth of both new and experienced teachers. For individual teachers, professional growth should be viewed as a continuous process of refining skills and keeping abreast of new developments in the field of education.

Effective professional development programs are well-organized and systematic. They are cooperative efforts involving teachers, administrators, and school board members. They draw upon the resources of higher education and the community. Their most important benefit is better education for students.

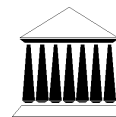
The New Roman R-I Board of Education values professional development for its faculty and is committed to providing systematic professional development for both beginning and practicing teachers. The board will support the professional development committee with the one percent minimum guarantee of its revenue from the Foundation program plus additional funds where needed to achieve district goals.

II. Definition Professional Growth is:

1. Expanding one's academic knowledge and experiences to help students grow.
2. Setting personal/professional goals and establishing means to achieve these goals.
3. Growth of individuals within each group resulting in interdependence among the team.
4. The continuous process of learning throughout one's career.

III. Objectives and Goals In the planning and development of district professional growth activities for the pre-service teachers and the beginning teachers, the PDC establishes the following objectives and goals:

1. Design a plan for working with outside resources, i.e., colleges and universities, professional groups, State Department of Education, and other experts for development activities.
2. Provide opportunities for improving the internal classroom environment, addressing routine procedures, discipline, communication with parents, etc.
3. Oversee and assist in a mentoring program.
4. Provide information on available college credit courses, seminars, and workshops to staff members.
5. Develop a budget for continued growth of the in-service programs.
6. Assess staff needs and develop in-service opportunities to meet those needs.



7. Serve as a confidential consultant upon a teacher's request, as well as assist staff members in coping with internal and external crises, job stress and burnout.
8. Address the district comprehensive school improvement plan goals as follows:

GOAL 1: We will reassess and update our curriculum to insure that we are providing students with relevant and useful learning opportunities consistent with our mission.

GOAL 2: We will reassess student performance standards and assessment techniques.

GOAL 3: We will develop and implement strategies to present the district in a positive, proactive manner.

GOAL 4: We will re-evaluate our instructional program to insure that varied instructional techniques are being used to address the diversity of the student population and desired learner expectations.

GOAL 5: We will maintain fiscal practices that will meet current and future educational programs.

IV. Structure of the Committee The Professional Development Committee (PDC) will be a standing district-wide committee developed according to the following guidelines:

1. The PDC will consist of two teacher-elected representatives from each school building. A central office administrator or building principal will be asked to serve as an ex-officio member.
2. Committee members shall be certified staff members with at least two years of teaching experience and at least one year in the New Roman R-I District.
3. Professional development committee members will be elected for three-year terms. New members are to be elected no later than January 31st, annually. Committee members are to be elected by certified staff. (Classroom teachers, librarians, and counselors)
4. A special election will be held under PDC supervision, in the event that a member must be replaced.
5. The chairperson will be elected each year by the members of the committee. A chairperson may serve as many years as elected.
6. The chairperson will call meetings as needed, create the agendas, and conduct the meetings.
7. The co-chairperson will be in charge of sorting and posting all mailings and information on seminars, etc., for the staff.



Notes

8. The secretary will keep and record the minutes of the meetings.
9. The record keeper will handle and maintain all necessary PDC forms as well as maintain an account balance of the PDC funds.
10. The PDC will meet on the first Wednesday of each month at a location agreed upon by the committee.
11. Special meetings may be called by the chairperson if an approval for a professional development activity is needed before the next regular meeting. Special meetings generally will not be called unless unusual circumstances prevented a timely application by the would-be participants.
12. Guidelines as to the number of professional development activities any given teacher may attend, etc., will be developed as needs occur.
13. Training for new members will be accomplished by March 31st and service will begin on April 1st.
14. The entire PDC committee will receive PDC membership training as provided by the local professional teachers' organization or the RPDC.
15. The entire PDC will plan professional development opportunities for staff to help accomplish the stated professional development goals.
16. The entire PDC will review requests for professional development by individuals, determine if they are related to goals and grant approval. The chairperson will sign the approval form.

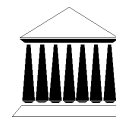
- V. New Teacher Assistance To provide special assistance for every teacher during their first two years, including guidance from an assigned experienced teacher.

1. Principals will assign mentors.
2. The professional development committee and the principal should be alert at all times for any personality differences or disagreements that might necessitate assignment of a new mentor.
3. Results of the needs assessment will be analyzed to determine the procedures that will be of most benefit to assist teachers with their first two years of teaching experiences.
4. The PDC will develop a basic individual professional development plan. New teachers in conjunction with their mentor (and/or principal if requested by the teacher) shall make adjustments so the plan best fits the teacher's needs.

VI. Guidelines for Mentor Teacher Selection

Any teacher who has two years experience and is willing to be trained may volunteer to serve as a mentor. Ideally, a mentor should be teaching in the same grade level, or the same area of certification as the beginning teacher. The principal is responsible for identifying and asking teachers to serve as mentors. Mentors should be identified in sufficient time to allow for training. Also, mentors should receive their assignments with adequate time to help beginning teachers prepare their initial professional development plans.

Thorough and consistent training of mentor teachers is very important to the success of the program. A district's professional development committee



should arrange summer training programs for mentors. The training should address these topics:

1. The role and responsibilities of all members of the new teacher's professional development team, including the new teacher, the mentor teacher, the supervisor (typically the building principal), and the higher education representative.
2. The role and responsibilities of the Professional Development Committee (PDC).
3. The techniques of coaching and counseling.
4. The format and content of the professional development plan.
5. How to use teacher evaluation to help beginning teachers.
6. Resources (people and publications) available to beginning teachers.
7. Techniques of classroom observation.
8. Current theory and models of instruction and classroom management.

As described in the previous section, the mentor should initiate preparation of the beginning teacher's professional development plan and, along with others, help the teacher elaborate upon that original plan as soon as appropriate. The mentor should help the beginning teacher accomplish the goals identified in the professional development plan. The district should be sure the mentor has opportunities to meet with and counsel the beginning teacher as needed.

VII. Needs Assessment for All Teachers

The professional development committee will assess the inservice needs of all practicing teachers. The assessment instruments will be based on the district's instructional goals and the criteria in the district's performance-based teacher evaluation form. Needs assessments will be conducted annually and professional development will be developed around the needs assessments based on the School Improvement Plan (SIP).

VIII. Communications

The Professional Development Committee (PDC) will serve as communicators between the administration and faculty on matters of professional concern. The Professional Development Committee (PDC) will have on-going communication with the administration concerning PDC activities, in-service programs, and budget allocations.

IX. Educational Advertising

The PDC will promote and advertise professional growth opportunities on a district-wide basis. The PDC will:

1. Maintain a Professional Development Bulletin Board in each staff lounge so that professional development opportunities may be posted.
2. Handle reminder memos and announcements concerning professional growth opportunities.

X. Evaluation

All PDC activities will be evaluated for effectiveness. The evaluation process will



Notes

be determined by the PDC. The PDC may use multiple assessment techniques which may include the following:

1. Teacher-led, interactive group sessions
2. Questionnaires and opinion polls
3. Observation of student achievement
4. Individual conferences and interviews
5. Study of student attendance and dropout rates

Professional Development Budget Plan

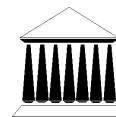
Regional Professional Development Membership	\$435.00
District Professional Development Membership	4, 326.00
PDC Activities (Planned and approved; includes PDC training and mentoring)	48,815.39
PDC Activities (To be approved; must meet district goals)	6,858.01
A+ Schools Funding in Budget	7,980.00
Reform Grant Funding	14,714.00
Title II Funding	6,319.60
Eisenhower Funding	2,572.00
CSPD (Special Education) Funding	2,000.00
TOTAL BUDGETED ACTIVITIES	\$ 94,020.00

**Plan for Expenditure of Funds
to Achieve District Goals**

GOAL 1: We Will Reassess And Update Our Curriculum To Insure That We Are Providing Students With Relevant And Useful Learning Opportunities Consistent With Our Mission.

Strategy A: Establish curricular committees in all areas to review and update curriculum and monitor their implementation.

Objectives:



- 1) To review draft of performance standards state committees have developed.
- 2) To review MSIP curriculum expectations and standards and keep our curriculum in line with that.
- 3) To study current district documents for bringing local curriculum in line with numbers 1 and 2.
- 4) To study curriculum gaps in various disciplines and work to fill the gaps.
- 5) To modify curriculum materials to meet the needs of diverse learners.

District-Level: These activities will address Objectives #1-#5.

- Activity #1:** Committee work on Social Studies in year 1 of the 5-year plan. Representatives from all grade levels work together on this.
- Activity #2:** Committee work on industrial technology curriculum in year 1 of the 5-year plan. Representatives from pertinent grade levels work together on this.
- Activity #3:** Committee work on Career Education in year 1 of the 5-year plan. This will dovetail with the high school's A+ School program.
- Activity #4:** Committee work on Language Arts to begin revision to align with the state's performance standards/assessments.
- Activity #5:** Committee work on Math to begin revision to align with the state's performance standards/assessments.
- Activity #6:** Committee work on Science to begin revision to align with the state's performance standards/assessments.

Strategy B: Insure that all curriculum is articulated PK-12.

District-Level: Activities #1-#6 on Goal 1, Strategy A.

Strategy C: Provide the opportunity to study and implement integrated curricular strategies wherever possible.

Objectives:

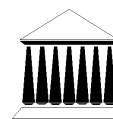
- 1) To gain base-line, Level 1 knowledge and strategies on how to begin implementation of integrated curricular strategies.

District-Level:



Notes

Activity #1:	Quincy Conference	
	Quincy, Illinois, 22 staff Registration	\$ 484.00
	Mileage of 400 mile round-trip, 5 drivers	455.00
	Lodging: \$52.82 per night x 5 rooms	264.10
	Meals: \$30.50 x 22	671.00
		\$1,874.10
	Objective #1	
Activity #2:	In-district Workshop, “Reading Workshop”	
	5 two-hour sessions, September, January	
	Presenter: MU Partnership	\$2,000.00
	Stipends: 40 staff x 10 hours @ \$12.00	4,800.00
	Food: \$31.53 and \$74.51 (food-HH)	
	\$173.50 (food—SKY)	279.54
		\$7,079.54
	Objective #1, Level 2	
Activity #3:	Out-of-district workshop, “Curriculum Modifications for Students with Disabilities”	
	4 two-day sessions	
	Presenter: Special Education Projects	
	Registration: 5 @ \$65.00	\$325.00
	Mileage:	62.50
		\$387.50
	Objective #5	
Building-Level:		
Activity #4:	“Integrated Curriculum”	
	Date: February	
	Presenter: STARR Teacher	
	Stipends 21 @ \$12.00 an hour	\$252.00
	Objective #1, Level 1	
Activity #5:	“Integrated Curriculum”	
	October	
	Presenter: STARR Teacher	
	Stipends: 21 @ \$12.00 an hour	\$252.00
	Objective #1, Level 1	
Activity #6:	“Thematic Teaching Follow-up”	



March
 Presenter: STARR Teacher
 Stipends: **\$396.00**

Objective #1, Level 1

Strategy D: Study the utilization and implementation of technology in all applicable curriculum areas.

Objectives:

- 1) To learn how to integrate computer technology to classroom learning objectives.
- 2) To familiarize and implement computer network system use.
- 3) To learn how to utilize the internet for communication and research purposes.
- 4) To learn how to write grants to secure technology for classrooms and buildings.
- 5) To learn how to adapt technology to meet the needs of students with disabilities.

District-Level:

Activity #1: See Goal 1, Strategy C, Activity #1, Objectives #1 & #2

Building-Level:

Activity #2: "Grant Writing to Secure Technology"
 Presenter: TBA, January \$ 50.00
 Stipends: 288.00
\$338.00

Objective #4, Level 1

Activity #3: "Utilizing Networked Computers for Student Success"
 Level 1, November
 Presenter: TBA, 2 sessions \$150.00
 Stipends: 292.00
\$442.00

Objectives #1 & #2, Levels 1 & 2

Out-of-District Workshops/Conferences:

Activity #4: Out-of-District Conference—"Introduction to the Internet"
 The Learning Exchange **\$ 90.00**

Objective #4, Level 1

Activity #5: Out-of-District Conference—"Introduction to the MORE-NET"



Notes

CMSU Consortium, October, 8 hours training
Training Free to MORE-NET Users, Level 1 **\$870.00**
Objective #3

Activity #6: Out-of-District Conference - “Core Curriculum in Assistive Technology”
April, 1 week
Registration - two at \$150.00 \$300.00
Substitutes 450.00
Lodging/mileage 270.50
CSPD: **\$1020.50**
Objective #5

Totals for Goal 1	Used	Remain
PDC Activities Planned	\$12,233.04	\$36,582.35
A+ Schools		\$ 7,980.00
Reform Grant		\$14,714.00
Title II		\$ 6,319.60
Eisenhower		\$ 2,572.00
CSPD	1020.50	\$ 979.50

GOAL 2: We Will Reassess Student Performance Standards And Assessment Techniques.

Strategy A: We will identify and clarify student performance to insure alignment with state expectations.

Objectives:

- 1) To incorporate this goal into our curriculum work as stated in Goal 1, Strategy A of this document.
- 2) To learn to write authentic assessments in line with Performance Standards of the State.
- 3) Investigate models for authentic assessment.

District-Level:

Activity #1: “Reading Workshop” See Goal 1, Strategy C
Objective #2

Building-Level:

Activity #2: “Authentic Assessment”



January

Presenter: STARR Teacher

Stipends: 21 @ \$12.00 an hour **\$252.00**

Objectives #1, #2, & #3, Level 1

Out-of-District:

Activity #3: “Quincy Conference” Quincy, Illinois
See Goal 1, Strategy C, Objective #1

Activity #4: “Portfolio Assessment”
Registration \$295.00 @ 4 **\$1,180.00**
Lodging and travel **295.00**
Substitutes **180.00**
\$ 1,655.00

Activity #5: “Using Portfolio Authentic Assessment”
January
Registration: @ \$195.00 each **\$ 195.00**
Mileage **40.00**
Meal **5.50**
Substitutes **45.00**
\$ 285.50

Objectives #1, #2, & #3, Level 1

Strategy B: We will study and implement, where appropriate, alternative assessment techniques.

Objectives:

- 1) Staff members will seek training to implement alternative assessment techniques in their classrooms.
- 2) Staff committees will be trained in writing alternative performance assessment techniques at the high school in line with the goals of the A+ School Grant.
- 3) Participants will be trained to train others in understanding the Socratic Method and how to relate authentic learning to assessing authentic learning.

Building-Level:

Activity #1: Authentic assessments developed by MAP 2000 building teachers will share their learned and experiential information at building faculty meetings and informally in their buildings.

Presenters: MAP 2000 team members **\$ 0.00**
No stipends



Notes

Objectives #1 & #2, Level 1

Activity #2: “Learning How to Write Performance Standards and Assessments”
Presenter: A+ School funded (A+) \$2,000.00
Stipends: 41 staff x 12 hours x \$12.00 an hour 5,904.00
(Reform Grant)
Stipends funded possibly by Reform Grant **\$7,904.00**

Objectives #1 & #2, Levels 1 & 2

Activity #3: “Socratic Questioning”
Second Semester
Presenter: STARR Teacher
Stipends funded possibly by Reform Grant
(Reform Grant) **\$600.00**

Objectives #3, Levels 1 & 2

Activity #4: “Baseline Training in Writing Performance/Assessment Standards”
as a precursor for Activity #2
Presenter: A+ School funded (A+) \$2,000.00
Stipends: \$83.00 x 3 hours @\$12.00 for 249 hours \$2,988.00
(Reform Grant) **\$4,988.00**

Objectives #1 & #2, Levels 1 & 2
(Also see Goal 2, Strategy A, activities which relate to this)

Activity #5: “Assessment Accommodations for Students with Disabilities”
Presenter: CISE
Registration: 5 general education teachers,
5 special education teachers PDC \$300.00
CSPD \$300.00
Objectives #1 and #2 **\$600.00**

Strategy C: To develop and implement a comprehensive postgraduate survey to assess student preparation for postgraduate work or further studies.

Objectives:

- 1) To receive information and training in effective mentoring strategies that allow our district staff to positively impact the professional growth of our new teachers.

District-Wide:

Activity #1: “Mentoring Training” in August



Notes

Presenter: TBA	\$ 200.00
Stipends for staff	1,032.00
Food	236.25
	\$1,468.25

Objective #1, Level 1

Totals for Goal 2	Used	Remain
PDC Activities (Planned)	\$ 3,960.80	\$32,621.55
A+ Schools	\$ 4,000.00	\$ 3,980.00
Reform Grant	\$ 9,492.00	\$ 5,222.00
Title II		\$ 6,319.60
Eisenhower		\$ 2,572.00
CSPD	\$ 300.00	\$ 679.50
GOAL 3: We Will Develop and Implement Strategies To Present The District In A Positive, Proactive Manner.		

Strategy A: Work with the media to provide input about positive student-centered programs.

Strategy B: Develop procedures that accentuate the positive attributes of staff contributions through the district.

Strategy C: Develop programs that encourage and promote parental interaction within each building and the district as a whole.

Objectives:

- 1) To provide information for Title I parents which encourages and promotes parental interaction in the district.
- 2) To learn how to involve parents in school activities.

District-Level:

Activity #1:	“Spring Parents’ Meeting and Award Ceremony”	
	April	
	Stipends	\$ 480.00
	Food	300.00
	(TITLE I)	\$ 780.00

Activity #2: Objective #1, Level 1
 “Parent Resource Center Open Houses, Information and Get Togethers”
 September and October



Notes

Stipends \$ 300.00
Food 300.00

(TITLE I) \$ 600.00

Objective #1, Level 1

Activity #3: “Parent Workshops on How to Help Children at Home”
January - March

Stipends \$ 300.00
Food 300.00

(TITLE I) \$ 600.00

Objective #1, Level 1

Activity #4: “Parent Involvement”
Spring

Presenter from MSTA
Stipends est. @ 9 staff @ \$12.00 an hr. **\$ 108.00**

Objective #2, Level 1

Strategy D: Work with all governmental agencies to insure that timely, adequate, and coordinated services are provided to students through interagency partnerships.

Strategy E: Utilize strategies that promote improvement of student/teacher/parent communications.

Objectives:

- 1) To learn how to effectively communicate student progress to parents.

District-Level:

Activity #1: “Parent/Teacher Conferencing”

October
Presenters: TBA \$ 150.00

Stipends for 9 teachers @ \$12.00 an hour
108.00

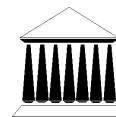
\$ 258.00

Objective #1, Level 1

Totals for Goal 3

Used

Remain



PDC Activities Planned	\$ 358.00	\$32,263.55
A+ Schools		\$ 2,000.00
Reform Grant		\$ 5,222.00
Title II	\$ 1,980.00	\$ 4339.60
Eisenhower		\$ 2,572.00
CSPD		\$ 697.50

GOAL 4: We Will Re-evaluate Our Instructional Program To Insure That Varied Instructional Techniques Are Being Used To Address The Diversity of The Student Population and Desired Learner Expectations.

Strategy A: Expand staff development activities to study various instructional strategies and philosophies and implement as appropriate.

Objectives:

- 1) To gain new strategies in the current reading and across-the-curriculum teaching ideas used on all levels.
- 2) To gain new strategies in cooperative learning in the classroom.
- 3) To gain new strategies to utilize whole language strategies in the classroom.
- 4) To gain background knowledge and implementation strategies for a district-wide instructional spelling approach.
- 5) To gain interactive strategies such as cooperative learning where students learn problem-solving and collaboration skills.
- 6) To develop strategies which are developmentally appropriate for preschool and primary-aged students.
- 7) To gain research-based teaching strategies in science.
- 8) To gain understanding of the instructional advantages to multi-aged classrooms.
- 9) To gain research-based teaching strategies in math.
- 10) To gain teaching strategies which consider students' learning strengths and preferences.
- 11) To gain updated strategies to teach music.
- 12) To learn how to implement Project Construct into Kindergarten curriculum.

District-Level:

Activity #1: "Reading Workshop/Teaching and Assessing Strategies"
10 hours training in 5 sessions, Sept-Jan.

See Goal 1, Strategy C, Activity #2
Objectives #1, #2, & #3

Activity #2: "Spelling Workshop"



Notes

October

Presenter: TBA	\$1,400.00
\$9.00 each for 45 manuals	405.00
Food	121.00
	\$1,926.00

Objective #4, Level 1

Building-Level:

Activity #3: “Cooperative Learning—Preparing Students to Work Together Cooperatively”

Presenter: STARR Teacher	\$ 0.00
Stipends	156.00
Food	14.71
	\$ 170.71

Objective #2 & #5, Level 1

Activity #4: “Cooperative Learning—Responsible Kids” Video Program

November

Presenter: On video

Stipends for other staff in-district	\$ 216.00
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Objectives #2 & #5, Level 1

Activity #5: “Cooperative Learning”

January

Presenter: STARR Teacher	\$ 150.00
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Stipends for 20 staff	240.00
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	\$ 390.00
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Objective #2 & #5, Level 1

Activity #6: “Alternative Methods of Instruction”

Date: TBA

Presenter: TBA	\$ 500.00
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Stipends for 20 staff	240.00
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	\$ 740.00
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Objectives #5, Level 1

Activity #7: “Brain Research” A Video Services	\$ 450.00
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Notes

	Stipends: 10 staff each time or 30	672.00	
		\$1,122.00	
	Objective #5, Level 1		
Activity #8:	“Cooperative Learning”		
	Funded by A+ School (A+)	\$2,000.00	
	15 staff for 90 hours stipend		
	(Possible Reform Grant)	1,080.00	
		\$3,080.00	
	Objective #5, Level 1		
Activity #9:	Level 2 of “4-MAT Training”		
	EXCEL Corp. Trainer A+ Schools	\$2,000.00	
	15 staff for 90 hours stipend		
	(Possible Reform Grant)	1,080.00	
		\$3,080.00	
	Objective #10, Level 2		
Activity #10:	Level 1 & 2 “Temperament Training”		
	Presenters: TBA	\$1,200.00	
	Stipends for both levels of training		
	(Possible reform Grant)	2,480.00	
		\$3,680.00	
	Objective #10, Levels 1 & 2		
Activity #11:	“Cooperative Learning”		
	Presenter: STARR Teacher		
	Stipends for 9 staff @ \$12.00 an hour	\$ 108.00	
	Objectives #2 & #5, Level 1		
Activity #12:	“Cooperative Learning”		
	Presenter: STARR Teacher		
	Stipends in building		
	Stipends for other staff	\$ 300.00	
	Objectives #4 & #7, Level 1		
Out-of-District workshops/conferences:			

**Notes**

Activity #13:	“Cooperative Learning” by Dr. Spencer Kagan	
	September	
	Registrations	\$ 605.00
	Mileage: \$13.80 x 3 cars	41.40
	Substitutes	420.00
		\$ 1,066.40
Objectives #2 & #5, Level 1		
Activity #14:	“Young Years Conference” Tan-Tar-A March	
	1 Title I teacher @\$95.00 regis. \$67.50 room,	
	\$18.50 meals and \$15.00 mileage Title I pay	
	(Title I)	\$ 279.50
	2 teachers @ \$95 regis. \$67.50 room, \$18.50 meal	
	and \$15.00 mileage	599.00
		\$ 878.50
Objectives #1, #2, & #6, all 3 Levels		
Activity #15:	“Strengthening Student Learning” by Bureau of	
	Education and Research, November	
	Registration	\$ 298.00
	Substitutes	90.00
	Mileage	44.33
		\$ 432.33
Objectives #1, & #2, Level 1		
Activity #16:	“Engaging Young Learners—Making Kindergarten Best” by	
	Bureau of Education and Research	
	Registration	\$ 218.00
	Meals	11.00
	Substitutes	90.00
		\$ 319.00
Objectives #1, & #2, & #6, Level 1		
Activity #17:	“Applying Whole Language Conference” TAWL	
	October	
	Registration	\$ 100.00
	Mileage	20.00
		\$ 120.00
Objectives #1, & #2, Level 2		
Activity #18:	“Using Centers Effectively”	



	Registrations	\$ 160.00
	Mileage	20.00
		\$ 180.00
	Objectives #1, & #2, Level 1	
Activity #19:	“Hands-On Science” —4 attending	
	Registrations	
	Mileage	
	Substitutes	\$ 180.00
	Objective #7, Level 1	
Activity #20:	“Kindergarten-First Grade Institutes”	
	Total package is	\$ 900.00
	Objective #6, Level 1	
Activity #21:	“Multi-Age Classrooms”	
	Registration	\$ 180.00
	Mileage	0.00
	Substitutes: 2	90.00
		\$ 270.00
	Objective #8, Level 1	
Activity #22:	“Active Learning” Assorted Tools Conference, Tan-Tar-A	
	April	
	Registration \$140.00 each	\$ 560.00
	Substitutes: 4	180.00
	Rooms	0.00
	Meals	0.00
	Mileage	0.00
		\$ 740.00
	Objective #5, Level 1	

Notes